



Using *i-Ready Diagnostic* and Growth Monitoring to Understand Student Progress within a Tiered Instructional Model

Curriculum Associates Intervention Brief | July 2025

Growth Monitoring (GM) is a shorter version of the Diagnostic intended to project whether students are on track to meet their growth goals in Grades K–8. When used alongside the *i-Ready Diagnostic*, GM can assist educators in understanding student progress when they are provided with tiered instructional supports. Those supports include high-quality core instruction, small group instruction, and intervention when applicable.

This document offers step-by-step guidance and potential considerations for educators when using the Diagnostic and GM to better understand student growth. This guidance is not designed to supersede any state or local provisions.

Step 1: Administer the *i-Ready Diagnostic*, and Determine Which Students Warrant Intervention Instruction



Once the Diagnostic is administered, educators can consider using results of the Diagnostic, along with other data sources, to determine students who may benefit from intervention.

Step 2: Plan Intervention Instruction



Educators can consider referencing [10 Steps: Using *i-Ready* for Intervention](#) when planning intervention instruction.

Step 3: Administer Growth Monitoring as a “Quick Check” between Diagnostic Administrations



Educators can use the Growth Monitoring Results report to determine if students receiving intervention are on track for achieving their growth goals.

Step 4: Monitor Students’ Progress toward Grade-Level Proficiency



Continue to provide sound instructional supports to students, and monitor their progress toward meeting individual growth goals.

Using Growth Monitoring alongside the Diagnostic to Understand Student Progress



When following the steps detailed below, GM becomes a tool to ensure intervention instruction is supporting a student's pathway toward grade-level proficiency.

1. Administer the *i-Ready Diagnostic*, and determine which students warrant intervention instruction.

When considering GM to gauge intervention progress, educators must first determine areas of possible student difficulty and plan explicit intervention to support a pathway toward grade-level proficiency. Results from the *i-Ready Diagnostic* are key to intervention success, considering the adaptive nature of the assessment is specifically designed to identify student strengths and instructional priorities.

Once a student has completed the *i-Ready Diagnostic* assessment, educators determine which students may benefit from intervention instruction and can consider a range of options when using Diagnostic data. Educators are encouraged to select a method that best fits their local needs and context. States may also have specific criteria for literacy and numeracy screening. For specific guidance on how to meet your state's screening requirements using *i-Ready*, visit the [State Uses Library](#).

The **criterion-referenced placement levels** reflect what students are expected to know at each grade level and in each content area. By providing these criterion-based scores, the Diagnostic helps educators maintain high expectations for all students. Specifically, [the five-level placements](#) allow educators to further differentiate student performance to provide better insight into student performance relative to grade-level proficiency. When a student scores below grade level, further investigation is warranted to understand possible underlying causes.

i-Ready Diagnostic **national norms** provide a way for educators to understand student scores as they compare to the performance of students across the country. Norms are reported as percentile ranks that describe how a student's score compares to the performance of nationally representative samples of student scores in the same grade level taking the Diagnostic at the same time of year. When a student scores below an identified threshold, further investigation is warranted to understand possible underlying causes. [Click here](#) for more information on using *i-Ready's* national norms.

The ***i-Ready* Mathematics Difficulty Indicator (iMDI)** is a cut score that indicates whether a student may be at risk for a mathematics difficulty. Students who score below the iMDI cut score are on track to being more than one grade level below where they should be by the end of the school year in order to be considered proficient. When a student scores below the iMDI cut score, further investigation is warranted to understand possible underlying causes for the difficulty.

The ***i-Ready* Reading Difficulty Indicator (iRDI)** is a cut score that indicates whether a student may be at risk for a reading difficulty. Students who score below the iRDI cut score are on track to being more than one grade level below where they should be by the end of the school year in order to be considered proficient. When a student scores below the iRDI cut score, further investigation is warranted to understand possible underlying causes for the difficulty.

2. Plan intervention instruction.

Once potential reading and/or mathematics difficulties have been determined, planning explicit intervention instruction aligned to core and small group instruction is essential to ensuring a student is on a pathway to grade-level proficiency. When planning weekly intervention instruction, educators can consider the following sequence:



1. Determine the focus of small group/individualized intervention support.
2. Identify resources that align to intervention focus.
3. Review and determine how much time is needed for resource implementation during designated intervention time.
4. Build an intervention plan/calendar.
5. Implement instruction, and respond to student progress.

Educators can consider referencing [10 Steps: Using i-Ready for Intervention](#) when using i-Ready reports and instructional resources for intervention planning and monitoring student progress.

10 Steps: Using i-Ready for Intervention

Every district has distinct intervention needs. As part of a district's systematic approach to intervention, i-Ready can provide content, instructional resources, and progress monitoring data for intervention instruction. These 10 steps can help educators leverage i-Ready resources in a way that best suits their specific needs in building priorities.

Steps 1-3: Analyze Data to Determine Priorities

Step 1
Make inferences about what your i-Ready Diagnostic data means.

Overall Placement
Students Assessed: Total 3,813/3,813

12% 18% 50% 15% 5%

Step 2
Determine areas of strength and instructional priorities.

Placement by Domain

Number and Operations (NO)

Algebra and Algebraic Thinking (AT)

Measurement and Data (MD)

Geometry (G)

Step 3
Respond to domain-level analysis and determine what resources to leverage.

Identify which skills should be addressed within your tiered instructional framework, including scaffolded core instruction.

Steps 4-8: Intervene with Increased Focus, Coherence, Intensity, and Specificity

Step 4
Determine the best report to support precise interventions:

Report **Provides**

Instructional Grouping Easy access to instructional grouping suggestions for both Mathematics and Reading, Grades K-5

Grade-Level Planning (Phonics) Report Resources to strategically prepare students for upcoming topics in grade-level mathematics, Grades 1-5

Grade-Level Planning (Scaffolding) Report Precise insights on reading comprehension and resources to best respond to student needs (Grades 1-5)

Diagnostic Results (Student) Report Represents student's strengths, areas of need, and annual growth expectations using criterion-referenced grade-level placements, with specific recommendations and resources

Step 5
Within the selected report, determine the focus of small group/individualized intervention support.

Step 6
Analyze instructional resources within selected report(s).

Each report provides instructional resources. Analyze which resources will be most beneficial during intervention (including scaffolding during core instruction).

Step 7
Determine the resource sequence.

Determine the flow or sequence of selected resources. We recommend this align with what students should be able to do by the end of the unit/lesson and/or what prerequisite skills are required to engage in grade-level content. The sequence may include resources selected in Step 4 as well as resources selected outside of the i-Ready platform.

Step 8

Build an Instruction/Intervention plan.

Day	Day 1	Day 2	Day 3	Day 4	Day 5
Daily Intervention Activities	95% Math New Word Meaning (Steps 1, 2)	95% Math New Word Meaning (Steps 1, 2)	95% Math New Word Meaning (Steps 1, 2)	95% Math New Word Meaning (Steps 1, 2)	95% Math New Word Meaning (Steps 1, 2)
Check for Understanding	Use Content to Find New Word Meaning (Step 4)	Use Content to Find New Word Meaning (Step 4)	Use Content to Find New Word Meaning (Step 4)	Use Content to Find New Word Meaning (Step 4)	Use Content to Find New Word Meaning (Step 4)

Using resources selected in previous steps, build a day-by-day plan to address targeted skills in a whole-class, small-group, or individualized setting. These daily plans may be helpful to districts.

[Click Here to Download](#)

Steps 9 and 10: Respond to Student Progress

Step 9
Determine how student progress will be measured.

For more information, please reference [Progress Monitoring with i-Ready Assessment](#).

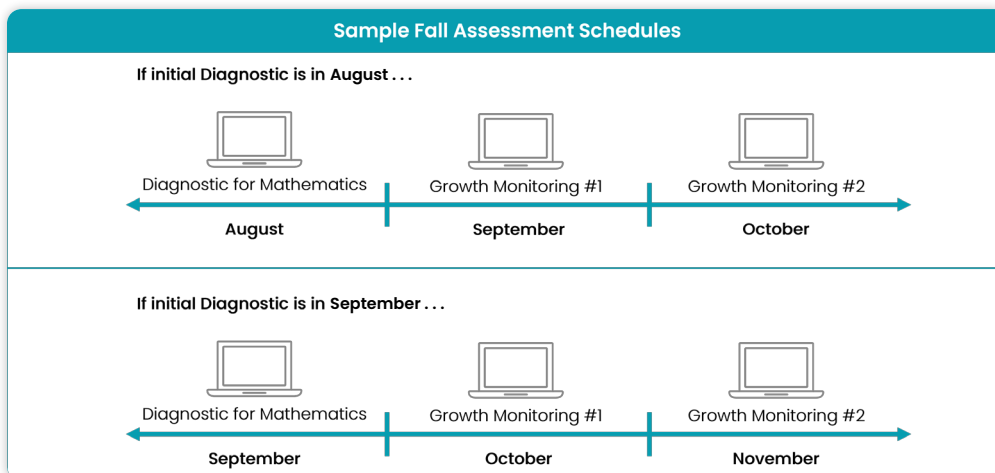
Step 10
Respond.

Educators should continually analyze student performance throughout instruction/intervention and determine if the targeted skills need additional intervention.

3. Administer Growth Monitoring as a "quick check" between Diagnostic administrations.

Once intervention instruction has been planned, educators can begin administering GM assessments. GM assessments can be used between Diagnostic administrations to provide information on a student's projected growth as they receive sound instructional supports.

To receive a Growth Monitoring Results report for students, three assessments—including the initial Diagnostic—will need to be completed. It is recommended that two GM assessments be administered in the two months following the initial Diagnostic while students are receiving targeted instruction. See the following graphic for information on when to administer these assessments.



NOTE: The months in this schedule are provided for example purposes. Educators are free to administer GM assessments following a Diagnostic assessment any time throughout the school year.

4. Monitor students' progress toward grade-level proficiency.

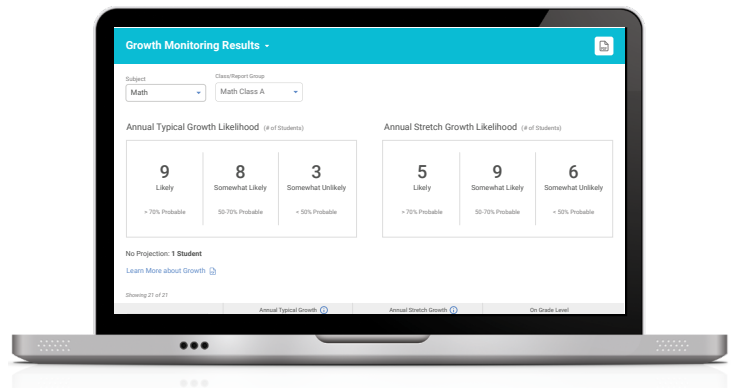
After administering three assessments, including the initial Diagnostic, educators will have access to the Growth Monitoring Results report to evaluate and better understand student growth when receiving tiered instruction. See the following sections for how to access this report and considerations for evaluating student growth.



Growth Monitoring Results Report

Within the Growth Monitoring Results (Class) report, educators have access to the total number of students in their class who are likely, somewhat likely, and somewhat unlikely to meet Typical Growth and Stretch Growth® goals and end the year on grade level.

For more information on using GM data, see page 14 of the [Educator Guide: Growth Monitoring](#) or review the [Deep Dive: Using i-Ready as a Student Growth Measure](#).



To access GM results, educators should select **Reports** from the top navigation. Within the dropdown, locate the **Growth Monitoring Results** section, and select **Reading** or **Math**. After making this selection, educators will enter the Growth Monitoring Results (Class) report. To view student-level data, simply select a student in blue from the table at the bottom of the screen.

Recommendations for Adjusting Tiered Instruction

One recommendation to consider is to focus on students who are:

- 1 **Somewhat unlikely** to meet both Typical Growth and Stretch Growth
- 2 **Somewhat unlikely** to be On Grade Level by the end of the year

For these students, interventions may need to be re-evaluated for them to grow at a rate typical of similar students and end the year closer to grade-level performance. Once the Growth Monitoring Results report indicates a student is somewhat likely to meet the growth goal(s) of focus, educators may want to reconvene and modify the student's intervention instruction to reflect their likelihood of meeting their identified growth target.

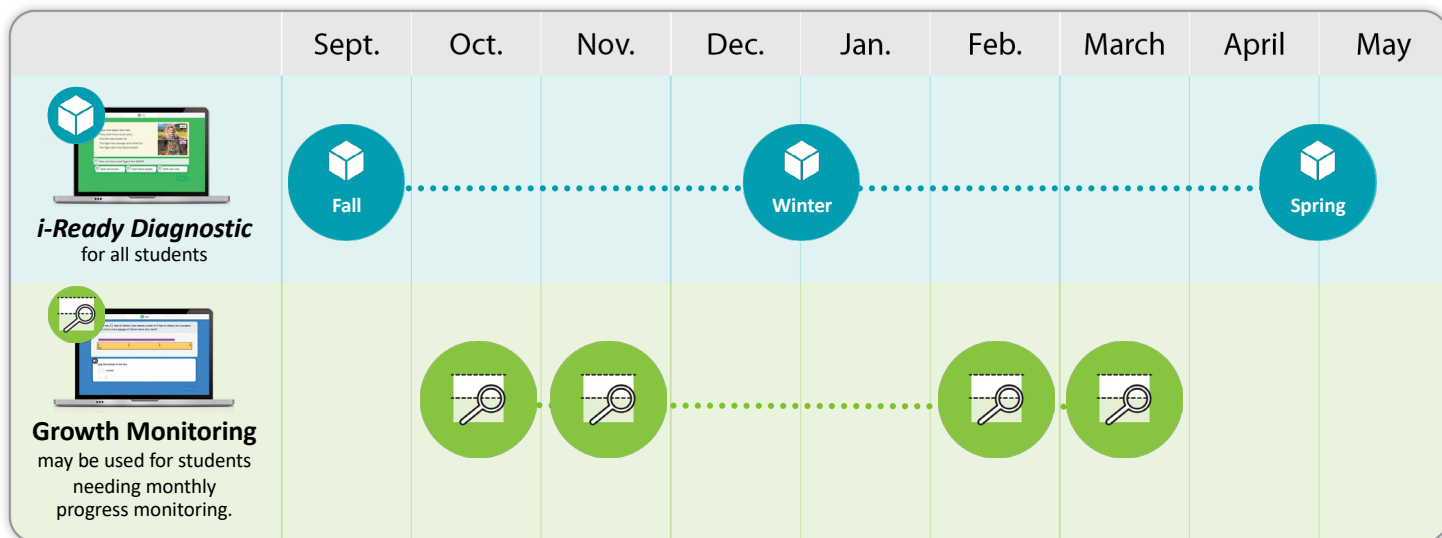
If needed, continue to deliver tiered instruction and monitor students' progress toward grade-level proficiency.

Educators may wish to continue monitoring students by using results from subsequent administrations of the *i-Ready Diagnostic*. These results provide additional information on student performance and can be used to inform instructional priorities and resources within a student's intervention plan. After the administration of this assessment, GM should continue to be administered in the following months as shown in the sample assessment schedule.

If needed, continue to deliver tiered instruction and monitor students' progress toward grade-level proficiency.



Educators may wish to continue monitoring students by using results from subsequent administrations of the *i-Ready Diagnostic*. These results provide additional information on student performance and can be used to inform instructional priorities and resources within a student's intervention plan. After the administration of this assessment, GM should continue to be administered in the following months as shown in the sample assessment schedule.



NOTE: The months provided in this schedule are provided for example purposes. Educators are free to administer these assessments at any time. Once the Growth Monitoring Results report indicates a student is **somewhat likely** to meet the growth goal(s) of focus, educators may want to reconvene and modify the student's intervention instruction to reflect their likelihood of meeting their identified growth target.

[Appendix A](#) illustrates an example of Steps 1–6 within an intervention assessment calendar.

Additional Considerations

While GM can help identify students who need additional support to accelerate growth and gauge the effectiveness of support programs such as Multi-Tiered System of Supports (MTSS) or Response to Intervention, it is NOT designed to do the following:



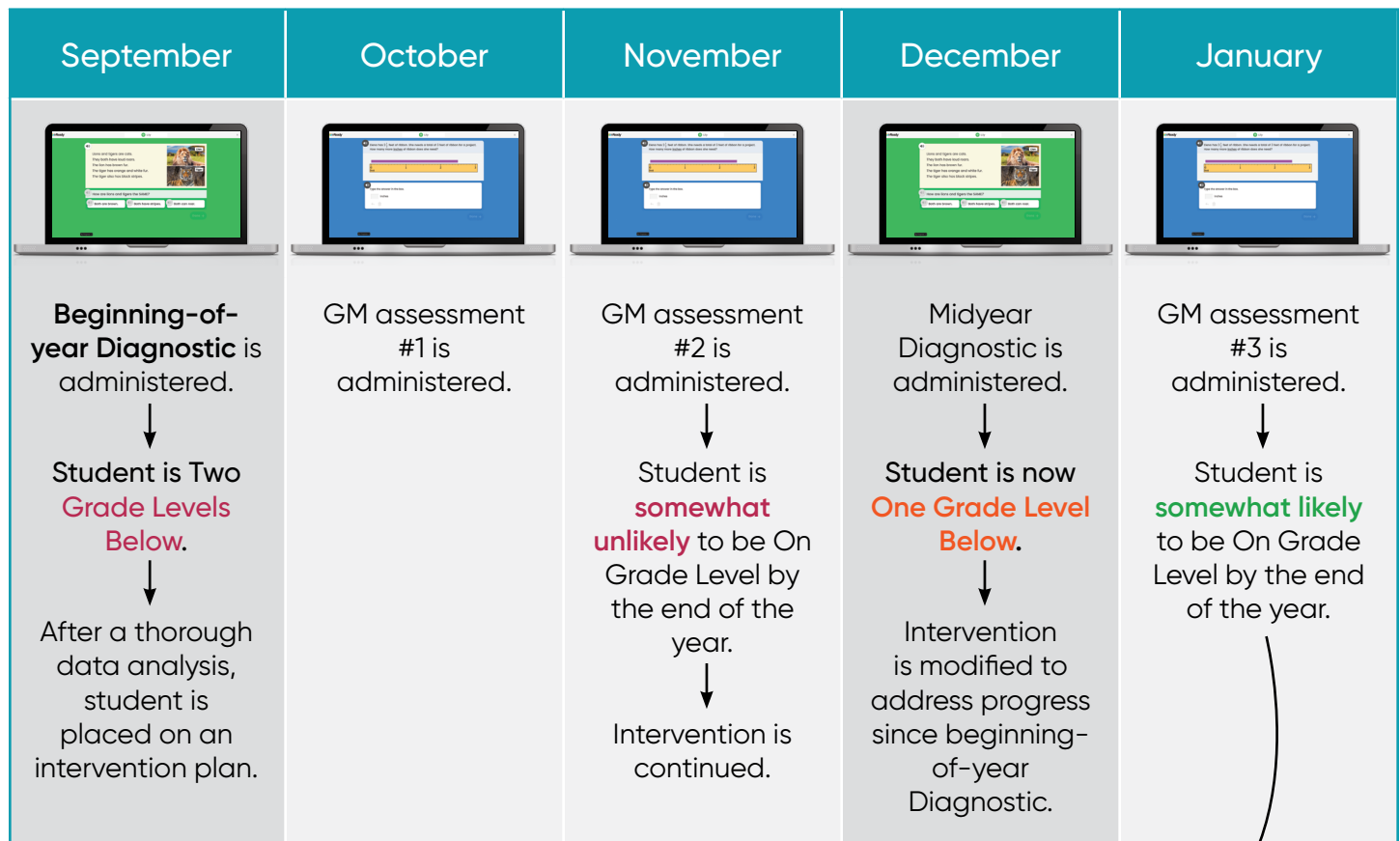
- ✓ Be administered more frequently than monthly
- ✓ Provide the same data as the full Diagnostic or as a replacement for it
- ✓ Offer instructional recommendations, domain-specific scores, or other granular data

Click [here](#) to find out more information about how *i-Ready* can be used to monitor students' progress.

Appendix A: Sample: Growth Monitoring in an Intervention Assessment Calendar



An **example** of how GM can be embedded into an intervention assessment calendar is illustrated below.



After a thorough data analysis, the MTSS team discontinued the student's intervention plan based on growth. The student will be supported through scaffolding within core instruction.